

truth first evil  
value escape means  
aspect dialectic bodily either may able order  
1355a proper Aristotle powerful defend  
advocate think question knowledge  
art opposites case prevent instruction speech  
Thirdly practice side disgrace injustice disgraced  
Rhetoric triumph justice sides Secondly  
person valuable rhetoric  
argue Lastly fraud way  
must view reason nature  
odd putting

# rhetoric

But the art of rhetoric has its value. It is valuable, first, because truth and justice are by nature more powerful than their opposites.... [So a proper knowledge of rhetoric would prevent the triumph of fraud and injustice.] Secondly, [rhetoric is valuable as a means of instruction.]...Thirdly, in rhetoric, as in dialectic, we should be able to argue on either side of a question; not with a view to putting both sides into practice—we must not advocate evil—but in order that no aspect of the case may escape us...Lastly, if it is a disgrace to a person when he cannot defend himself in a bodily way, it would be odd not to think him disgraced when he cannot defend himself with reason [in a speech]. (Aristotle, *On Rhetoric*, 1355a)

# rhetoric

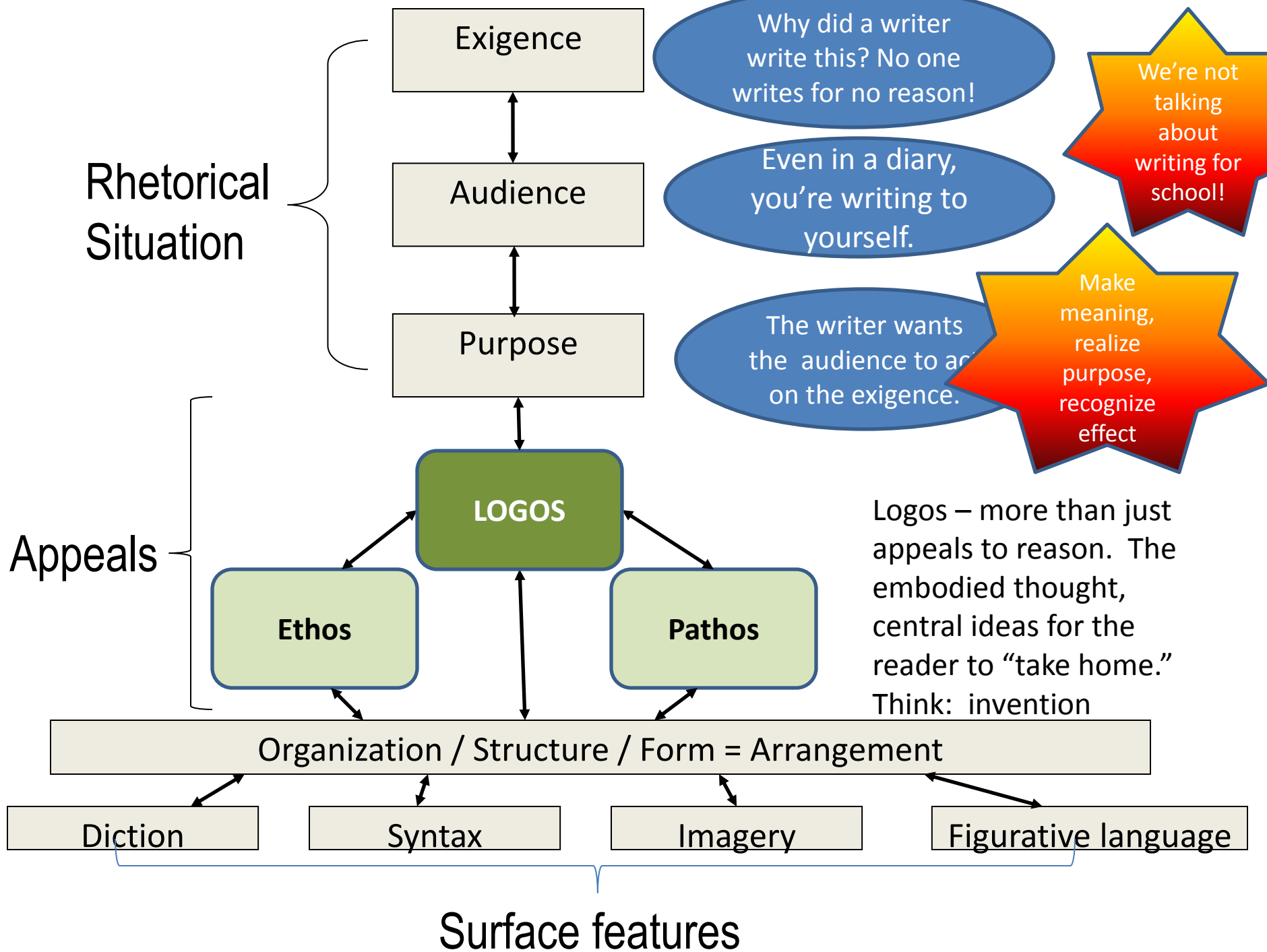
Speaking of truth and justice, the contents of this presentation come from David A. Joliffe and Bernard Phelan, brilliant teachers of AP English Language. I present their ideas to you today and am grateful they have devised such a thorough explanation of the landscape of language.

# rhetoric

- the faculty (Aristotle calls it a dynamis—an improvable art)
- of finding (not necessarily using, but finding, inventing, searching)
- **all** the available means (everything a writer or a speaker might do with language)
- of persuasion (writers and speakers aim to shape people's thoughts and actions)
- in a particular case (rhetoric capitalizes on specific situations, *rhetorical situations*.)

Imagine that you find yourself in an unfamiliar city. What do you notice?





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# The What and the How

**What** does the text mean?

**What** are its intentions? Its purpose?

**What** is the effect the author intended? Why were they compelled to write it?

**What** [who] is the intended audience?

**THEN**

**How** does it mean?

**How** does it realize its purpose?

**How** it achieves its effects?

**How** it makes clear its exigency?

**How** it appeals to its audience?

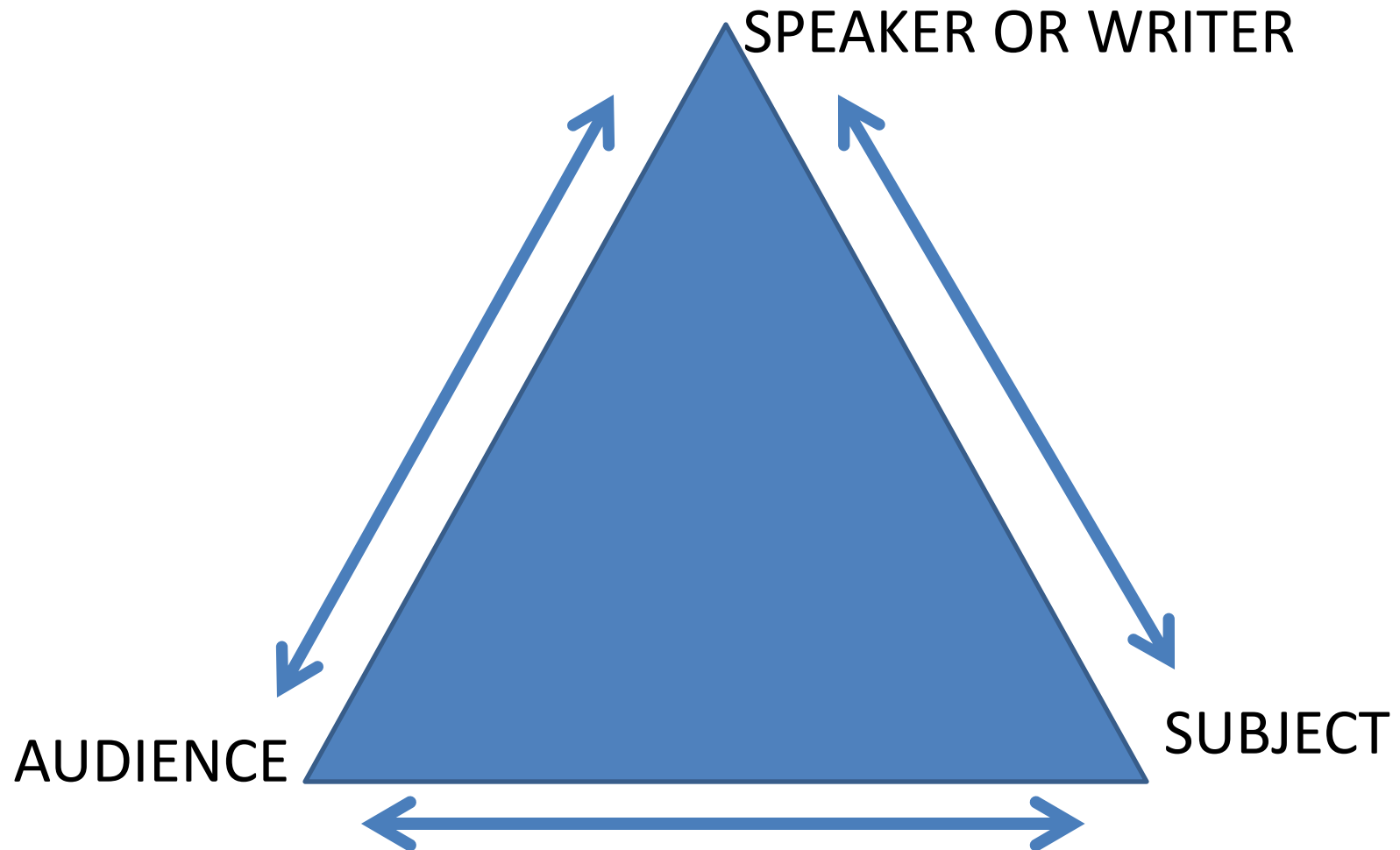
**But isn't this a matter of opinion?**



# keys to rhetoric

- Understanding persona
- Understanding appeals to the audience
  - Understanding context
  - Understanding intention
  - Understanding genre
- Rhetoric and citizenship

# The Rhetorical Triangle: HOW DO WE PERSUADE?



# THE THREE APPEALS TO THE AUDIENCE

- **LOGOS:** You offer the audience a clear, reasoned central idea(s) and develop it with evidence and examples that appeal to the audience's sense of logic.
- **ETHOS:** You offer the audience evidence that you are a believable writer; your reasons are to be trusted.
- **PATHOS:** You draw on the emotions of the audience so that they will be sympathetic to your idea

# THE THREE APPEALS TO THE AUDIENCE

1. \_\_\_\_\_ You draw on the emotions of the audience so that they will be sympathetic to your idea
2. \_\_\_\_\_ You offer the audience a clear, reasoned central idea(s) and develop it with evidence and examples that appeal to the audience's sense of logic.
3. \_\_\_\_\_ You offer the audience evidence that you are a believable writer; your reasons are to be trusted.